

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Scott Crabbe

Official School Name: Trion Elementary School

School Mailing Address: 919 Allgood Street Suite 1  
Trion, GA 30753-1305

County: Chattooga State School Code Number: 0101

Telephone: (706) 734-2991 E-mail: scott.crabbe@trionschools.org

Fax: (706) 734-7549 Web URL: http://www.trionschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Phillip Williams Superintendent e-mail: phil.williams@trionschools.org

District Name: Trion City District Phone: (706) 734-2363

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Connie Witt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 1 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 7446

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	37	43	80		6	0	0	0
K	52	54	106		7	0	0	0
1	49	53	102		8	0	0	0
2	37	53	90		9	0	0	0
3	54	52	106		10	0	0	0
4	57	53	110		11	0	0	0
5	51	41	92		12	0	0	0
Total in Applying School:								686

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
15 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
82 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	17
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	46
(4)	Total number of students in the school as of October 1, 2009	689
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 6%

Total number of limited English proficient students in the school: 40

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 48%

Total number of students who qualify: 326

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>24</u>	<u>0</u>
Total number	<u>90</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	98%
Daily teacher attendance	95%	95%	96%	95%	96%
Teacher turnover rate	3%	10%	2%	11%	9%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

\_\_\_\_\_

Enrolled in a 4-year college or university

\_\_\_\_\_ %

Enrolled in a community college

\_\_\_\_\_ %

Enrolled in vocational training

\_\_\_\_\_ %

Found employment

\_\_\_\_\_ %

Military service

\_\_\_\_\_ %

Other

\_\_\_\_\_ %

**Total**

\_\_\_\_\_ **0%**

## PART III - SUMMARY

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Trion Elementary School (TES) is part of a small independent city school system in Trion, Georgia. Tucked into the foothills of the scenic Appalachian Mountains, Trion is located approximately 100 miles northwest of Atlanta in Chattooga County. The city of Trion has a population of approximately 2,000 residents (83% white, 13% Hispanic, 3% black, 1% two or more races). The median household income of \$29,739 falls well short of Georgia's norm of \$47,590. Many of the residents of Trion and Chattooga County are employed by the town's textile mill. The current economic downturn, however, has severely affected local employment opportunities.

The elementary school shares one campus atop a wooded hill with the system's middle and high school. Trion Elementary School, serving grades Pre-Kindergarten through five, has a current enrollment of 686 students, which has remained relatively consistent in the past five years. Approximately 70% of the student population resides outside the small school district, making Trion Elementary a "school of choice" for those in the surrounding area. The school does not have a bus transportation system; therefore, parents provide transportation for their children to attend.

The mission of TES is to provide a challenging and relevant education which builds a foundation that fosters character and integrity and enables students to succeed in future endeavors as contributing citizens and life-long learners. The commitment to this mission and the education of the whole child is evident to visitors, parents, and the community as one enters the school. Beautiful mosaic artwork of past and present students adorns the hallways. Standards-based performance tasks and work samples produced by students are proudly displayed outside the teachers' classrooms. A step inside the classroom doors will substantiate the commitment of the teachers to each student. Innovative and effective instructional techniques engage the students' interest, while challenging them to continually meet and exceed goals. While standards drive instruction, purposeful data and measurements are used to assess strengths and weaknesses of each student for targeted skill-based instruction. Interactive white boards in every Kindergarten through fifth grade classroom provide students with the use of modern technology and a bridge to the future. Through its resources, highly qualified staff, and its partnership with parents and the community, TES strives each day to build a foundation of academic and social success for its students.

Through the guidance of the faculty and staff, Trion Elementary students have risen to the challenge of high expectations. Proudly, those efforts have been recognized by the state of Georgia. In 2006, Trion Elementary was recognized as a Title I Distinguished School for the first time. This recognition has continued for five consecutive years through 2010, with eight years of meeting Adequate Yearly Progress (AYP) goals. Other accolades followed as Trion Elementary was chosen as a 2007 Georgia School of Excellence in Student Achievement. The Governor's Office of Student Achievement has awarded the school in recent years with the 2005 Governor's Gold Award, the 2006 Governor's Gold Award, and the 2008 Governor's Bronze Award, each for the highest percentage of students meeting and exceeding standards. These accomplishments and awards have been made possible through the dedication of the faculty and staff, the belief in the abilities of all students, and the shared responsibility for the education of students by the school, parents, and the community.

The vision of Trion City Schools (TCS) is shared and embraced by Trion Elementary: Traditions of the past and Commitment to the present ensures Success in the future. Trion Elementary School will not rest on its laurels, but will continue to provide superior instruction and support to all students.

### 1. Assessment Results:

Trion Elementary School participates in the assessment system created by the State of Georgia. For purposes of accountability, Georgia requires elementary school students in grades 1 – 5 to take the state’s Criterion Referenced Competency Test (CRCT). Students in first and second grades are assessed in the areas of Reading, English/Language Arts, and Mathematics. Students in third, fourth, and fifth grades are assessed additionally in the areas of Science and Social Studies. This assessment is administered state-wide in the Spring of each year. There are three levels of performance as described by the Georgia Department of Education (GaDOE). Test performance is determined in each assessed subject area independently. A score of 850 or greater is considered “exceeding” the standard in that subject and therefore, a level 3. In order to “meet” the standard (level 2) on the CRCT, a student must score 800 – 849 in a specific subject area. A student “does not meet” the standard in a specific area if he/she scores less than 800 (level 1). Third grade and fifth grade student scores are particularly important. Third grade students must score proficiently on the Reading portion of the CRCT to be promoted, while fifth graders must score proficiently on both the Reading and Math portions.

The state of Georgia has recently undergone a comprehensive curriculum change from the former Quality Core Curriculum (QCC) to the new Georgia Performance Standards (GPS). The QCC was found to be lacking in depth and rigor, and falling short of national standards. The Georgia Performance Standards were phased into schools, and first assessed in grades 1 – 5 in the 2005 – 2006 school year for the Reading/English Language Arts subjects. Therefore all data in this five year study of Reading scores is based on student performance with the GPS curricular model. Math is somewhat different, as Math GPS was first assessed in grades 1 – 2 in 2006 – 2007 and in grades 3 – 5 in 2007 – 2008. Due to the increased rigor of the GPS curriculum, the GaDOE anticipated substantial drops in student achievement scores across the state. Trion Elementary School considered this a welcomed challenge.

The data collected from the previous five years on the Reading portion of the CRCT indicated encouraging information. Combined scores across all grades tested were consistently at 97% or higher each year for all students meeting or exceeding the standards. This includes the 2005 – 2006 school year which was the first Reading GPS assessment year. In regards to subgroups, Trion Elementary has seen a significant increase in the Hispanic student population with every year that passes. For example, in 2005 – 2006 thirteen students within this subgroup were assessed, and in 2009 – 2010, that number rose to sixty-nine students. This subgroup has performed well and is comparable to all students with “meet and exceed” percentages usually ranging in the 90s. In the most recent data, Hispanics met or exceeded the Reading standards by 99%. The data of other subgroups show exceptional performance as well. Although the economically disadvantaged subgroup has grown from 26% to 44% (of students tested), there has been no significant difference in test scores as compared to all students. The data charts also indicate strong performance for students with disabilities and Limited English Proficient (LEP) subgroups, with the most recent Reading data indicating 95% and 100% meeting/exceeding respectively. Within the five year study, the number of students tested within each grade level of each of these subgroups averages less than 14 students. Test score averages within subgroups at TES are therefore more susceptible to fluctuation.

Math scores were also collected from the previous five years for grades 1 – 5. The combined school data for all grades assessed were consistently in the high range with the highest being 96% in 2005 – 2006 and the lowest being 92% in 2007 – 2008. The transition years between QCC and GPS indicated some small decreases in student scores (6% on average) within each grade level, but remained relatively high. No large achievement gaps of 10 percentage points or more were found between all students and any subgroup. The data for our Hispanic and LEP subgroups had only five and three percentage point gaps respectively in the 2009 – 2010 data. This is the result of a gradual closure of a student achievement gap from the 2007 – 2008 school year. Identification of the need, allocation of resources, and increased interventions within the subgroups were a testament to the increase in scores.



In all, Trion Elementary has been able to retain high student achievement scores, while undergoing a gradual change in demographics, and a change in state curriculum. Credit is given to the dedication of the faculty, the belief in and by the students, and the unwavering support of parents and the Trion community. Data regarding Trion Elementary School's state assessment results can be found on the Georgia Department of Education website: [www.gadoe.org](http://www.gadoe.org).

## **2. Using Assessment Results:**

Trion Elementary School uses a variety of assessments to analyze student performance and direct instruction. The assessments are diagnostic, formative, or summative in nature to identify strengths and needs, monitor progress, and assess for content mastery. The school reviews and analyzes the performance of students on respective mandated Georgia standardized assessments: the standards-based Criterion Reference Competency Test (CRCT), the Iowa Test of Basic Skills (ITBS), and 3rd and 5th grade Georgia Writing Assessments (GWA). Data received each year from the CRCT is used to identify instructional needs of students and to determine placement of students in specific course sections, including Early Intervention Program (EIP) segments. The use of this data to build the school's master schedule is considered an essential first step in improving student performance. The norm-referenced ITBS, administered to 3rd and 5th grade students is used as a formative assessment to monitor students' achievement results and identify any deficient skills. Results from the writing assessment are also used to diagnose instructional needs and to formatively monitor progress.

Within each grade level, other periodic assessments are used to identify needs and to measure progress. Students in Pre-Kindergarten are assessed with the Georgia Pre-K Assessment, and progress is reviewed at a minimum of twice per year with parents. Kindergarten students are assessed throughout the school year using the Georgia Kindergarten Inventory of Developing Skills (GKIDS). This standards-based report gives teachers and parents specific information in regards to student performance. Trion Elementary School utilizes a number of formative assessments to monitor the progress of its students in reading and math. All kindergarten and first grade students are administered an informal phonics inventory to identify basic phonemic awareness. In grades 1 – 5, students are given the Developmental Reading Assessment (DRA), along with the computer-based assessment STAR Reading, and the Developmental Spelling Assessment (DSA), to develop small groups for targeted instruction. The STAR Reading assessment is administered quarterly to monitor progress. The STAR Math assessment is used in the same manner. Each of the assessments mentioned above, as well as standardized test scores, is used in the Response to Intervention (RTI) process.

## **3. Communicating Assessment Results:**

Trion Elementary School is very proud of the communication it maintains with stakeholders in all areas and particularly with assessment results. At each quarter and mid-quarter intervals, student progress reports are provided for each student and parent. Additionally, daily progress for grades 1 – 5 can be monitored and evaluated by parents through a "Parent Portal" available on the school webpage.

During the first nine weeks of the school year, grade level meetings with administrators, teachers, and parents are held to explain assessments, benchmarks, and interpretation of the assessments. Pre-K, as a part of Georgia's Bright from the Start program, utilizes an online portfolio for each student. Pre-K teachers meet with parents at least twice a year to discuss student's progress, and a progress report sheet is given to the parents. Kindergarten uses GKIDS, an on-going assessment throughout kindergarten. A copy of the GKIDS report is sent to the parents four times during the year. Grades 1 – 5 have benchmark assessments at the beginning, middle, and end of the year. The assessments include: DRA, DSA, Informal Phonics Inventory, STAR Reading, STAR Math, fluency, Accelerated Reading (AR), and other basic skills assessments. Results of the assessments, along with a guide for interpretation are sent to the parents.

Parents of students with student support team (SST) files are invited to meet with teachers and an administrator at least twice a year to review student progress. Parents of all students are encouraged to request meetings at any time there is a concern throughout the school year.

The State of Georgia's Governor's Office of Student Achievement releases state test data electronically, and this information is made available to teachers immediately. This allows teachers to identify performance gaps, determine necessary interventions, target students in need of remediation, and further challenge those students who have mastered and exceeded beyond the state guidelines. As soon as hard copies of state test results are available, parents are given these results. The other avenues of communication that are available to students, parents, and the community are through public monthly local Board of Education meetings, GaDOE website, and news releases to our local newspapers and our local radio stations. Great attention is given to ensure that the results of the assessments are understandable and worthy of student and teacher effort.

#### **4. Sharing Lessons Learned:**

Trion Elementary School is a community school as well as a school of choice. As stated previously, approximately 70% of the student population does not live inside the city limits. Parents choose to send their children to Trion because of its reputation for academic success as a school and a system. Teachers are constantly refining their craft through the increased use of technology in the classroom, as well as learning new techniques to exceed the state's standards and create lifelong learners. Due to these high expectations and subsequent academic successes, TES has gained a favorable reputation in the area and across the state. It is an honor and pleasure to share instructional and administrative methods with other schools and districts by hosting visitors, participating in curriculum workshops, and providing direct professional development. Other school systems frequently ask that their teachers and administrators be allowed to visit Trion Elementary to observe instruction and learn from the teachers and administrators. Recently, teachers from a neighboring county observed how teachers are meeting the needs of the growing English Language Learner (ELL) population, as well as those who are struggling. In the fall of 2010, the local Regional Educational Service Agency (RESA), in consortium with the GaDOE, produced professional learning video clips highlighting two Trion Elementary classrooms as exemplary models for standards-based learning. Faculty members have also presented Trion's instructional strategies at RESA curriculum workshops and conferences, as well as serving as instructors in certification courses.

The faculty and staff of TES have a passion and drive to be the very best. However, this drive and competitive nature does not diminish our desire and our obligation as true educators to offer any strategies for success to others, as we would hope to gain knowledge from them as well. Ultimately, all schools must understand that we are collectively the very essence of the democratic foundation of America, and we have a responsibility to each other. Sharing success is a responsibility that is proudly undertaken at Trion Elementary School.

## 1. Curriculum:

Trion Elementary School's core content curriculum is aligned to GPS and scientifically based and researched instructional strategies. The standards describe what students should know and be able to do upon mastery of each standard. The standards are accompanied by detailed elements and benchmark indicators which define essential knowledge, concepts, and skills to be mastered and measured at each grade level. Trion Elementary School's core content curriculum consists of English language arts (ELA), mathematics, science, and social studies. We emphasize literacy development through units that integrate all disciplines.

The standards and elements in our ELA curriculum reflect current literacy research. Each grade level has collaborated to design units which further develop skills necessary to comprehend and interpret text, compose a variety of genre, and effectively communicate and interact with peers. Guided text, interactive white board lessons, and supplementary resources enable teachers to present information using varied modalities. While reading and writing are reciprocal and are taught together, the elements and concepts are also presented in isolation for purposes of clarity. The responsibility of teaching all students to read, write, and communicate effectively is a responsibility shared by all stakeholders in developing a literate society.

The mathematics content curriculum involves integration and balanced development among GPS frameworks with a focus on reasoning, problem solving, and application. Based on GPS frameworks and students' needs, teachers design curriculum maps, units, and pacing guides. Trion Elementary School strives to foster conceptual understanding through the use of analyzed data, performance tasks, manipulatives, and technology. Examples of technological software include: Math is Fun, Coach Online, Study Island, and Education City. These experiences allow students to master mathematical concepts through exploration.

The science and social studies content curriculum is founded upon GPS frameworks and units of instruction. Trion Elementary School provides students with opportunities for direct experiences with manipulatives, realia and living things in their own environment. The content emphasizes "hands-on" and "minds-on" approach to learning, utilizing the discovery process of presentations, projects, debates, and/or performances. The science content incorporates a common practice of promoting problem-solving skills, development of positive attitudes towards science, and an increase in scientific literacy. The social studies content curriculum units are created to assist students in making real-life connections between their past and how the past influences the present. Each unit is built to include and promote integration between relevant children's literature and standards being taught.

Trion Elementary utilizes research-based instructional strategies such as the workshop model as a means of delivery in all content curriculum areas. Student achievement and performance guides instructional decision. Results from diagnostic, formative and summative assessments are used to determine appropriate differentiated instructional needs for all students. Trion Elementary uses an Evaluate, Prepare, Educate, and Monitor plan of continuous improvement to appraise instructional effectiveness and student progress.

An ongoing process is in place to ensure that all students are learning the essential concepts and skills of the GPS. Trion Elementary engages in decision making which emphasizes interesting, robust, and relevant learning experiences. Based on reading and math data from STAR, CRCT, and benchmark assessments, students demonstrating weaknesses are provided with afterschool tutoring. Houghton Mifflin Math Intervention Expression and Reading Headsprout programs are utilized because they are tailored to meet the individual needs of students. Trion Elementary School promotes the highest standards of excellence in providing superior instruction to all students.

Trion Elementary's goal of well-rounded students is supported by exploratory classes. These classes include music, art, Spanish, and physical education. The creativity fostered through Visual Arts programs is evident upon entering TES. One cannot help but notice student -made clay tiles based on GPS to promote learning throughout the school. An example of this is a Georgia wall which includes the regions, state symbols, and state motto. Our Music program offers grades K-5 students with a sequential study of music theory and a foundation in the history of music. Several programs a year are organized through the collaboration of all exploratory teachers.

Our Spanish program is designed to teach the students that they are part of a larger world. Through their study of Spanish, students acquire the ability to communicate in meaningful and appropriate ways through games and songs, and to promote a greater understanding of other people and cultures. Also, the students become life-long learners who develop skills needed to function effectively in a twenty-first century society.

Trion Elementary prioritizes health awareness and health participation through our Physical Education program. Students at Trion Elementary participate in physical education twice a week. Students participate in station work that is focused on various modes of exercise. A focus is placed on cardiovascular, core, balance, hand-eye coordination, foot-eye coordination, and dexterity through the use of team activities such as tennis, cross country, basketball, volleyball, and football. The department takes great pride in differentiating activities for each individual.

## **2. Reading/English:**

The goal of reading instruction at TES is to develop expressive, skilled readers and thinkers who are impassioned about learning. Trion Elementary School's reading curriculum focuses and expands upon the ELA Georgia Performance Standards and research-based instruction using a balanced approach to teaching the five components of reading: phonemic awareness, phonics, high frequency words, vocabulary development, and reading comprehension.

Teachers are provided with a compilation of resources and techniques which include Houghton-Mifflin Harcourt core series, Dr. Cupp's Readers, decodable and leveled texts, trade books, and cross-curricular reading materials. These resources and techniques are utilized because they include the five critical components of reading. Technology is also an integral resource component of the reading curriculum. Classrooms are equipped with interactive white boards, student computers, and iPod Touch reading centers to provide hands-on activities which reinforce acquisition of vital reading skills.

In addition to these resources, the consistent use of progress monitoring throughout the school fosters differentiated instruction based on data acquired from a variety of individual assessments. These assessments include: DRA, DSA, informal phonics inventory, sight word assessment, STAR, Coach Online, Study Island, reading benchmarks, and CRCT. Once individual needs are determined, teaching begins at the student's instructional level to ensure acquisition of fundamental reading skills. Strategies such as shared reading, guided reading, Reader's Theater, literacy circles, choral and echo reading, and vocabulary word walls are used consistently throughout all grade levels.

In an effort to ensure no student is left behind, Trion Elementary reading curriculum is designed to meet the individual and diverse needs of all learners. Students identified as needing additional support may receive aid through after-school tutoring, Headsprout Reading, EIP classes, Title I and Title III services, and the school district's Teacher Apprentice Program. Inclusion and resource class models are provided for students with disabilities. Students identified as gifted receive enriched instruction through resource and cluster class models.

## **3. Mathematics:**

The mathematics curriculum taught at TES follows the Georgia Performance Standards, while integrating a variety of resources. The GPS math frameworks provides a skeletal outline for the course of study each

year. Using this outline, each grade level is responsible for creating a curriculum map, thereby providing a time frame and sequence for each unit of study. These maps allow the teachers to create a yearly pacing guide, outlining day-to-day instruction of each classroom. The development of these maps and pacing guides assist teachers in ensuring that ample time is allowed so that each standard is taught to mastery.

Teachers use multiple resources to develop units including hands-on manipulatives, websites, interactive white board lessons, games, Houghton Mifflin Math Series, Triumph Coach Series, and other resource books. Students are provided with concrete, real-life examples to show the relationship to the mathematic standards. Teachers also spend a tremendous amount of time preparing charts, games, skills sheets, and assessments that allow for differentiated instruction within each unit. When creating these units, teachers are mindful to include activities in which all students will be actively engaged in developing mathematical understandings in real and relevant contexts.

Trion Elementary School constantly analyzes student test data from resources such as GKIDS, CRCT, ITBS, Coach Online, and STAR. Analyzing this data allows teachers to continually refresh their teaching units and revamp instruction to discover better ways to teach students. This information also helps teachers identify student groups for instruction, after school tutoring, and acceleration/enrichment activities.

All mathematics teachers at TES use the workshop model of instruction. Math workshop consists of an opening lesson in which a standard is introduced, taught, and modeled for the students. During the work period, the students have the opportunity to practice the skill or concept taught at their individual level. Finally, a closing period is held and the students are given the chance to discuss what they learned. Math workshop is important for the students because it is imperative for the students not only to know the “hows” in math, but to know the “whys” as well.

#### **4. Additional Curriculum Area:**

Trion Elementary School follows the science curriculum as outlined in the Georgia Performance Standards. Teachers develop and use pacing guides and curriculum maps for each year. These help the teachers at TES in the development, updating, and revision of teaching units used for science instructional planning. Examples from frameworks, provided by the GaDOE, are integrated into instructional units.

Through our science units, students are offered differentiated, “hands-on” experiences that are developmentally appropriate for each grade level. In this way, individual learning modalities are provided, thereby connecting science to the daily lives of all students. Through the use of inclusion settings, students with disabilities are provided necessary support by means of on-line textbooks, additional instruction, and manageable tasks. Flexible activities used in our units are integrated across the curriculum and provide opportunities for students to apply the scientific method. Students gather data and make observations in order to draw conclusions from their learning experiences.

A variety of exploratory experiences outside traditional classrooms are offered to students for the support and enhancement of the state curriculum. Each grade level collaborates to organize and design purposeful field trips based on the respective units of study. In collaboration with the astronomy department of a local college, the science department annually offers a night of astronomy exploration with the use of advanced telescopes and other equipment. Recently, students, teachers, and community volunteers have partnered together in the development of a vegetable and flower garden. Additionally, recycling and other environmental projects have been organized to further students' understanding of the curriculum.

As a culminating activity in support of the science curriculum, students in grades 3 – 5 compete in an annual science fair. Students chose to either design a science project that follows the scientific method or make a model which explains a science related topic. Teacher led workshops are offered to students and parents to provide additional support throughout the development of the project. The educational benefits are numerous, as students develop skills in writing, creative thinking, and problem solving.

## **5. Instructional Methods:**

Trion Elementary School implements a curriculum based on clear and measurable expectations for student learning. Opportunities are provided for students to acquire knowledge, develop skills, experience life, and build relationships inside the classroom and with purposeful field trips outside the classroom. The school supports a curriculum that challenges and meets the needs of each student and demonstrates an appreciation of diversity. Trion Elementary School fosters the implementation of various instructional strategies and interventions to assist students in meeting learning expectations.

Innovative programs serving a diverse school population are utilized for optimum student achievement. The school addresses the needs of an increasing ELL population through the use of experiential and interactive instructional strategies in a low-stress environment. Small group settings provide opportunities for students to obtain knowledge through learning centers, work stations, classroom experiments, reader's theater and specialized computer programs such as Read Naturally, RazKids, and Headsprout. The use of visuals and interactive white board technology supplements direct instruction and allows ELL students to more easily grasp understanding. A multi-discipline approach aids in helping ELL learners acquire vocabulary in their second language.

Student Support Services offer inclusion and resource classes to provide for the specialized needs of the gifted students and those with learning challenges. Inclusion services allow regular education and special education teachers to co-teach in the regular education classroom. Resource services provide more direct intensive individualized instruction to meet more specific needs. Occupational and Physical Therapy treatment plans are also implemented throughout the day in the classroom utilizing a variety of assistive technology devices ranging from low tech (pencil grips and adaptive handwriting paper) to high tech (AlphaSmart).

In an ongoing effort to meet the needs of a diverse student population, Trion Elementary implements research based strategies that facilitate achievement and allow for differentiation. Our school utilizes the workshop model of instruction in reading, writing, and math which provides opportunities for students to learn through teacher and student modeling. Ongoing assessments in the classroom aid in tailoring instruction and differentiating instruction to meet students' needs.

Trion Elementary encourages all students to take responsibility for their learning by giving them opportunities to be successful and encouraging them to stretch outside their comfort zone and learn experientially. We believe this is accomplished through whole group and small group instruction, individualized educational plans, field trips, and classroom experiences.

## **6. Professional Development:**

Trion Elementary School works diligently to ensure highly-qualified, well trained members fill all positions. The entire faculty participates in an annual needs assessment survey to determine which professional learning opportunities are most warranted. As we evaluate our needs, student success is our ultimate goal.

Opportunities for training are provided for the entire staff, particular grade levels, or individuals based on needs and the academic standards at various grade levels. Northwest Georgia Regional Educational Agency provides many of the learning opportunities including analyzing and using data from the CRCT and the ITBS. The Georgia Department of Education provides training for kindergarten teachers in the administration of GKIDS. On-site training has been provided for the use of the assessments: DRA, DSA, STAR Reading and Math. The data generated by the aforementioned assessments determine which students require differentiated instruction through small group activities and after school tutoring.

A wide variety of opportunities for professional growth has been made available to faculty members. Training was provided to the staff of TES to better utilize the vast array of tools and resources available, such as interactive SMART boards. The use of SMART board technology in classroom instruction

enhances the learning opportunities of visual, auditory, and kinesthetic learners. Through Georgia State University and Georgia's Bright From the Start program, Pre-K teachers receive training in developmentally appropriate instructional strategies for all students, including ELL and students with disabilities. In all grade levels, GaDOE has provided training for standards-based instruction using the Georgia Performance Standards. Elluminate sessions via the GaDOE website are also available. On-site training provided by administrators and teachers have increased knowledge of Writer's Workshop, the development and use of rubrics, the understanding and application of World-class Instructional Design Assessment standards (WIDA), and Response to Intervention (RTI) strategies. Strategies learned through these training sessions are invaluable in helping all students make connections which increase their ability to meet and exceed standards.

Trion Elementary School has also provided opportunities for professional growth by hosting a master's degree program through Lesley University, and gifted endorsement classes offered by Northwest Georgia RESA. To promote professional development, the school system provided monetary incentives to complete RESA's online English for Speakers of Other Languages training. Altogether, the varied learning opportunities at TES are designed for alignment with academic standards and to increase the ability of the faculty and staff to support student learning.

## **7. School Leadership:**

The leadership structure of TES includes the principal, one assistant principal, and a representative for each grade level. A team-based approach is adhered to in order to encourage shared leadership across all grade levels, including our Pre-Kindergarten. The team consists of the principal, assistant principal, school counselor, and the grade level representatives. The role of the principal is to guide the school leadership team in meeting the school mission that all children deserve a quality education regardless of their socioeconomic status, race, or gender. The school principal leads the school faculty meetings to communicate and ensure that expectations and goals are being met.

All school improvement goals are aligned to the mastery of GPS, the No Child Left Behind Act, and the success of student subgroups in all demographic areas. Due to all goals being based on academic results for each child, TES promotes a backward design format for creating and achieving our goals. Once individual student goals are identified, the system then identifies school and system goals. We feel we must use all personnel and monies to the betterment of all students. With this philosophy in place, the goals are derived and monies are spent aligned with the needs of the system, the school, and, ultimately, the individual needs of the child.

As a leadership team, we use many different sources to determine if we achieve our goals. During the school year, formative assessments such as: GKIDS, STAR Reading and Math, DSA, DRA, Study Island Scores, informal phonics inventory, ACCESS testing, chapter tests, projects, and presentations are used to determine success on upcoming summative assessments. To improve our approach for learning, formative assessments are used to indicate strengths and weaknesses of each student. Through this constant monitoring of formative data, our students are successful on summative assessments.

Trion Elementary School implements a collaborative and ongoing process for aligning all functions and decisions within the school. Ongoing, structured, and formal review of all improvement planning processes takes place within each grade level, as well as subject area. Team meetings are established with same subject area teachers to assess leading and lagging indicators and adjust action steps as needed. The principal serves as the facilitator for these findings and reports back to the school leadership team. Data from multiple sources is used to comprehensively assess organizational effectiveness while discerning needed resources and training to meet individual and collective needs of the students and staff of Trion Elementary School. Our commitment to "Evaluate, Prepare, Educate, and Monitor" drives our students, teachers, and administrators while reinforcing the expectation that all students will succeed.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	94	96	92	90	96
Exceeds	54	50	46	31	46
Number of students tested	89	111	104	93	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	92	92	87	86	94
Exceeds	43	40	28	20	49
Number of students tested	37	53	39	44	35
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	86	83	71	100
Exceeds	50	38	17	6	31
Number of students tested	14	21	12	17	13
<b>4. Special Education Students</b>					
Meets plus Exceeds	90	92	73	92	90
Exceeds	40	23	27	28	45
Number of students tested	10	13	11	25	20
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	100	90	82	71	100
Exceeds	56	30	9	6	33
Number of students tested	16	10	11	17	12
<b>6. White</b>					
Meets plus Exceeds	93	99	93	95	95
Exceeds	52	53	51	37	48
Number of students tested	69	87	91	76	83
<b>NOTES:</b>					

11GA8



# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	96	95	97	97	96
Exceeds	52	55	47	45	43
Number of students tested	89	111	104	92	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	95	91	97	95	91
Exceeds	30	40	26	28	37
Number of students tested	37	53	39	43	35
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	90	100	94	92
Exceeds	29	10	8	13	15
Number of students tested	14	21	12	16	13
<b>4. Special Education Students</b>					
Meets plus Exceeds	90	92	82	92	90
Exceeds	20	46	9	40	35
Number of students tested	10	13	11	25	20
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	100	80	100	94	92
Exceeds	38	10	9	13	17
Number of students tested	16	10	11	16	12
<b>6. White</b>					
Meets plus Exceeds	94	97	97	97	96
Exceeds	55	66	53	51	47
Number of students tested	69	87	91	76	83
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	98	99	92	92	98
Exceeds	36	40	21	19	38
Number of students tested	107	103	95	93	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	96	98	87	85	95
Exceeds	18	22	13	13	24
Number of students tested	56	41	47	32	21
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	92	87	69	
Exceeds	18	0	13	0	
Number of students tested	17	12	15	13	
<b>4. Special Education Students</b>					
Meets plus Exceeds	87		92	92	93
Exceeds	13		31	17	33
Number of students tested	16		13	12	15
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		90	87	67	
Exceeds		0	7	0	
Number of students tested		10	14	12	
<b>6. White</b>					
Meets plus Exceeds	98	100	92	96	98
Exceeds	41	44	23	23	41
Number of students tested	88	88	80	78	97
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	98	95	96	100	100
Exceeds	47	62	44	65	63
Number of students tested	107	103	95	93	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	96	90	91	100	100
Exceeds	32	54	28	66	48
Number of students tested	56	41	47	32	21
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	94	75	87	100	
Exceeds	12	8	13	38	
Number of students tested	17	12	15	13	
<b>4. Special Education Students</b>					
Meets plus Exceeds	94		92	100	100
Exceeds	25		54	42	73
Number of students tested	16		13	12	15
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		70	86	100	
Exceeds		10	7	33	
Number of students tested		10	14	12	
<b>6. White</b>					
Meets plus Exceeds	99	98	97	100	100
Exceeds	55	68	50	69	66
Number of students tested	88	88	80	78	97
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	90	83	93	99	100
Exceeds	36	33	54	44	35
Number of students tested	107	95	99	103	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	84	74	90	96	96
Exceeds	23	24	53	16	8
Number of students tested	43	42	40	25	24
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	60	87	77		
Exceeds	0	13	15		
Number of students tested	10	15	13		
<b>4. Special Education Students</b>					
Meets plus Exceeds	80			100	100
Exceeds	10			23	21
Number of students tested	10			13	19
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		83			
Exceeds		17			
Number of students tested		12			
<b>6. White</b>					
Meets plus Exceeds	93	83	95	99	100
Exceeds	38	35	59	46	37
Number of students tested	95	77	83	96	89
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	99	98	99	99	98
Exceeds	49	31	46	41	35
Number of students tested	107	95	99	103	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	95	97	100	96
Exceeds	33	17	43	12	8
Number of students tested	43	42	40	25	24
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	100	92		
Exceeds	10	27	0		
Number of students tested	10	15	13		
<b>4. Special Education Students</b>					
Meets plus Exceeds	100			92	89
Exceeds	30			38	21
Number of students tested	10			13	19
<b>5. English Language Learner Students</b>					
Meets plus Exceeds		100			
Exceeds		25			
Number of students tested		12			
<b>6. White</b>					
Meets plus Exceeds	99	97	100	99	98
Exceeds	53	31	54	44	37
Number of students tested	95	77	83	96	89
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	88	88	82	87	86
Exceeds	41	49	18	38	24
Number of students tested	92	101	108	100	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	79	84	66	77	81
Exceeds	24	42	3	27	8
Number of students tested	42	43	30	26	26
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	86	73			
Exceeds	21	33			
Number of students tested	14	15			
<b>4. Special Education Students</b>					
Meets plus Exceeds			43	54	53
Exceeds			0	7	13
Number of students tested			14	15	15
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	82				
Exceeds	18				
Number of students tested	11				
<b>6. White</b>					
Meets plus Exceeds	88	91	84	88	86
Exceeds	45	52	19	38	25
Number of students tested	76	82	101	93	96
<b>NOTES:</b>					

11GA8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2007 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	99	96	98	97	98
Exceeds	45	48	42	45	42
Number of students tested	92	101	108	100	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	95	93	92	96
Exceeds	26	42	20	27	28
Number of students tested	42	43	30	26	25
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	87			
Exceeds	36	0			
Number of students tested	14	15			
<b>4. Special Education Students</b>					
Meets plus Exceeds			93	80	87
Exceeds			0	33	13
Number of students tested			14	15	15
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	100				
Exceeds	27				
Number of students tested	11				
<b>6. White</b>					
Meets plus Exceeds	99	99	99	97	99
Exceeds	46	57	45	47	44
Number of students tested	76	82	101	93	96
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	100	100	94	99
Exceeds	57	46	73	33	71
Number of students tested	100	109	102	100	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	100	100	96	96
Exceeds	51	17	73	15	68
Number of students tested	41	30	30	26	25
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100				
Exceeds	36				
Number of students tested	14				
<b>4. Special Education Students</b>					
Meets plus Exceeds		100	100	80	94
Exceeds		7	17	7	31
Number of students tested		15	12	15	16
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6. White</b>					
Meets plus Exceeds	100	100	100	95	99
Exceeds	62	49	72	35	71
Number of students tested	84	101	97	95	99
<b>NOTES:</b>					

11GA8



# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Georgia CRCT

Edition/Publication Year: Editions 2006 - 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	100	100	95	95
Exceeds	44	42	46	36	35
Number of students tested	100	109	102	100	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	100	100	85	100
Exceeds	39	23	33	15	24
Number of students tested	41	30	30	26	25
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100				
Exceeds	29				
Number of students tested	14				
<b>4. Special Education Students</b>					
Meets plus Exceeds		100	100	80	94
Exceeds		20	25	7	6
Number of students tested		15	12	15	16
<b>5. English Language Learner Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>6. White</b>					
Meets plus Exceeds	100	100	100	97	95
Exceeds	48	41	47	35	34
Number of students tested	84	101	97	95	99
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	94	93	92	93	96
Exceeds	45	44	43	33	43
Number of students tested	495	519	508	489	503
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	90	90	86	88	92
Exceeds	32	29	34	18	31
Number of students tested	219	209	186	153	131
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	89	85	82	70	100
Exceeds	25	21	15	3	31
Number of students tested	69	63	40	30	13
<b>4. Special Education Students</b>					
Meets plus Exceeds	86	96	77	84	86
Exceeds	21	15	26	16	29
Number of students tested	36	28	50	80	85
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	91	88	85	69	100
Exceeds	37	16	8	3	33
Number of students tested	27	32	25	29	12
<b>6. White</b>					
Meets plus Exceeds	94	95	93	97	96
Exceeds	48	47	45	36	44
Number of students tested	412	435	452	438	464
<b>NOTES:</b>					

11GA8

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	98	97	98	98	97
Exceeds	47	48	45	46	44
Number of students tested	495	519	508	488	502
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	98	94	96	94	97
Exceeds	32	35	30	30	29
Number of students tested	219	209	186	152	130
<b>2. African American Students</b>					
Meets plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	99	88	93	97	92
Exceeds	23	11	7	26	15
Number of students tested	69	63	40	29	13
<b>4. Special Education Students</b>					
Meets plus Exceeds	95	96	92	89	92
Exceeds	25	33	22	32	30
Number of students tested	36	28	50	80	85
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	100	83	93	97	92
Exceeds	33	15	8	23	17
Number of students tested	27	32	25	28	12
<b>6. White</b>					
Meets plus Exceeds	98	98	99	98	98
Exceeds	51	53	50	49	46
Number of students tested	412	435	452	438	464
<b>NOTES:</b>					

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